MANUAL

FOR

MAUDSLEY PERSONALITY INVENTORY

By

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MAUDSLEY PERSONALITY INVENTORY

The Maudsley Personality Inventory (M.P.I.) is the result of many years of developmental work. It was designed to give a rough-and-ready measure of two important personality dimensions: Neuroticism, or emotionality, and Extraversion. Each of these two traits are measured by means of 24 questions, carefully selected after lengthy item analyses and factor analyses. The earlier history of the development of inventories for the purpose of measuring these two traits has been reviewed in *The Structure Of Human Personality* and the detailed description of the actual derivation of the scales presented here has also been published earlier. The theoretical background and the experimental validation of the concepts of neuroticism and extraversion have been given in a series of books (mentioned in the references). It must suffice here to say that Neuroticism refers to the general emotional stability of a person, his emotional over responsiveness, and his stability to neurotic breakdown under stress. Extraversion, as opposed to introversion refers to the outgoing, uninhibited, sociable proclivities of a person. The two dimensions are conceived of as being quite independent : thus all the theoretically possible combinations of scores may in fact be observed.

The M.P. I. is much shorter than most other questionnaires : nevertheless, for certain purposes even 48 questions may be too many to ask. Consequently, a short form of the M.P.I. has been prepared; this consists of two scales of six items each, taken from long form of the scales. On the printed form of the Questionnaire, these 12 questions making up the short form of the M. P. I. have been given on the first page, immediately after the instructions; thus if only the short form is to be given, only the first page will have to be filled in by the subject. If the full scale is to be administered, both sides of the sheet will have to be filled in by the subject.

The M.P.I. has been administered to large number of subjects. Both normal and neurotic. The original sample of 200 men and women on whom item analyses and factor analyses were carried out has since been suplemented by groups of students, industrial apprentices, nurses, and a quota sample of the whole population; also available are data on various neurotic groups, on prisoners, and on sufferers from psychosomatic disorders. A detailed survey of many of these results, most of them unpublished, has been given by A. Jense. As standardization data, only on the normal quota sample has been used, and the various abnormal groups set out in Table 1. In addition, large numbers of American students have been tested by A. W. Bending, of the University of Pittsburgh, and by various other American Investigators; details of these researches are published in American Journals, but would not be included here, except insofar as cited in Table 1. I am indebted to many colleagues for contributing data; some of their names will be found elsewhere.

RELIABILITY OF SCALES

Both split-half and Kuder-Richardson reliability coefficients have been calculated on many samples. For the Neuroticism scale, these values nearly all lie between. 85, and .90; for the Extraversion scale, they lie between .75 and .85 with the majority above .80. Retest reliabilities are available only on about 100 cases; they are .83 and .81 respectively. As regards the short scale, split-half reliabilities on a quota sample of 2,000 men and women were .80 and .72.

CORRELATIONS OF THE SCALES WITH OTHER INVENTORIES

The correlations between the long and the short M.P.I. scales are .86 and .87 respectively for N and E. The Heron neuroticism and sociablity scales correlate .64 and .80 with the corresponding M.P.I. scales; the Cattell's neuroticism and introversion scales correlate .34 and 53. (forms A and B), and .65 and .67 (forms A and B) with the corresponding M.P.I. scales (The correaltion were derived from 134 neurotics). The Taylor's Manifest Anxiety Scale correlates ,77 with N and -.35 with E on 254 American students. Correlation with Guilford's C and R scales were .92 and .79 respectively in the original item analysis group of 400. Correlations

with the Minnesota T. S. E. scales on 87 students and student nurses were as follows.

N with T = .04 :	N with S = .33;	N with E = .17;
E with T = -.05;	E with S = .81;	E with E = -.08.

In summary, N correlates with the Heron's and Cattell's neuroticism scales, the Guilford's C scale, and the Taylor's scale. E correlates with the Heron's and Cattell's extraversion scales, Guilford's R scale, and the Minnesota sociability scale, and negatively with Taylor's scale.

CORRELATION BETWEEN NEUROTICISM AND EXTRAVERSION

Theoretically, the two dimensions are independent, and consequently zero correlations would be expected between them. On some 20 different normal samples in both England and America the actual correlation has been in the neighbourhood of -.15; occasionally, some samples give positive correlations and others give higher negative correlations. There appears to be no doubt that while the scales are almost entirely independent, yet there is a very slight negative correlation in most samples. For the short scale, a correlation of -.05 was found in a quota sample of 1,600 men and women. In neurotic, psychosomatic and prisoner groups however, the correlation rises to between -.3 and -.4 ; similar correlations can be found in normal groups when only subjects with high neuroticism are included. The casse of this phenomenon lies in the non-linearity of the regression lines at high Introversion scores, this study is based on a sample of 1,200 normal subjects. The theoretical explanation of this phenomenon lies probably in a positive feed-back effect of the high conditioning potential believed to underlie introversion, and the high autonomic reactivity believed to underlie neuroticism. Whatever the cause, care should be taken in experiments concerned with the correlates of extraversion-introversion that the extreme groups having very high and very low scores respectively on E are matched on neuroticism scores; unless careful matching is carried out in the group with high E, The scores are likely to have lower N scores than the low E group.

STANDARDIZATION DATA

Table - 1 gives the most relevant standardization data. The groups employed have already been discussed briefly, it should be added that the hospital groups of neurotics were diagnosed by experienced psychiatrists or else had their case-papers carefully scrutinized by three experienced clinical psychologists who arrived at an unanimous diagnosis independently. The number of cases in sub-groups are not large, but successive small samples from different hospitals showed great stability in means and variances.

TABLE–1

STANDARDIZATION GROUPS

Description of Group	*Size*	*N mean*	*N sd*	*E mean*	*E sd*
Normals (English) Quota Sample	1,800	19.89	11.02	24.91	9.71
Normals (American students)	1,500	20.91	10.69	28.53.	8.23
Dysthymics (Hospital Patients)	84	38.18	10.84	177.86	10.02
Prisoners (Recidivists)	146	30.35	10.73	24.09	9.11
Hysterics (Hospital Patients)	58	30.82	11.84	24.91	9.26
Psychosomatics (Hospital Patients)	108	35.69	10.89	25.38	9.33
Psychopaths (Hospital Patients)	36	35.58	10.91	30.77	9.51
	SHORT SCALE				
Normals (English) Quota Sample	1, 600	6.15	3.33	7.96	2.97

VALIDATION OF SCALES

In a sense, the data in Table 1, may serve as validation of the scales, because the general theory underlying the construction of the scales demands that dysthmic neurotics, i.e. those suffering from anxiety, reactive depression, obsessional/compulsive symptoms, phobias, etc. should have high scores on neuroticism and introversion, while psychopaths and hysterics should have high score on neuroticism and extraversion. Indeed, hysterics and psychopaths are found to be significantly more extraverted than the dysthymics, and all all neurotic groups are higher on neuroticism than are the normal groups. The hysterics are no more extraverted than the normals; this finding is not quite in line with expectation, but has been repeated on several samples and must be accepted. The position of the recidvist prisoners and the psychosomatic group is close to the hysterics, a finding which is not unexpected.

An alternative, and perhaps a superior method of validation involves the concept of construct validity, i. e. the validation of a given measure by its incorporation within a scientific system or nomological network. This has been attempted in the development of the M. P. I., and the results have been reported in The Dynamics Of Anxiety and Hysteria : on the whole, verification of predictions has been forth-coming in surprisingly large number of instances. This work is still being continued, and reports of it are periodically appearing in the relevant English and American Journals.

AGE, SEX AND CLASS DIFFERENCES

While differences due to these factors have been found to exist. they are too slight to warrant the preparation of seperate norms. However, for general guidance the following facts may be noted. Women have higher scorres on neuroticism by about one third S. D.; lower class and younger age group also tend to have higher score on N by quarter S. D. and one-fifth S..D. respectively. On E, men have been found slightly more extraverted than women, but by only one-sixth S. D. Interactions are insignificant throughout. Among U. S. student groups also, women have been found slightly less stable on N by one-sixth S. D. All these differences are statistically significant, but with the possible exception of sex differences on N are not of a size to make them psychologically significant.

INSTRUCTIONS FOR THE USE OF THE SCALE

Instructions for literate subjects are printed on each copy of the M.P.I., these should be read aloud to groups of subjects, or be read silently by subjects tested individually. They should not be amplified or alerted in any way. When the questionnaires are collected after completion, care should be taken to check that all questions have been answered; where answers are missing subjects should have their attention drawn to the omissions. With illiterate or blind subjects the questions may be read alound and the answers recorded. This should never be done when anyone but the subject is present, and on no account must the examiner change the wording of the question, amplify or interpret it, or give advice to the subject on how to answer it. Completed questionnaires should be scrutinized for the number of "?" responses; this number should be recorded on the front page. If this number exceeds 10, results are of very doubtful value; the subject may be retested, and part of the instructions relating to use of "?" responses brought to his special attention.

SCORING

A translucent scoring key is available, for each of the two scales. The instructions to use this key are given on the key itself. Score page-1 first, then the second page, and add the scores. Make sure the key and the questionnaire which is being scored are properly aligned; the numbers in front of the questions on the inventory should correspond with the numbers of the key.

MEANING AND USE OF NORM TABLES

If one is to find out just where the subject stands in relation to other members of population, the raw scores will tell nothing about this, until converted into normative scores which indicate that proportion of the population will get a higher or lower score. To find out a standard score, it is always assumed that the mean of a set of sigma score or Z values is always equal to zero and the standard deviation is equal to 1. However, since half of the scores in a distribution will lie below and half above the mean; about half of our sigma scores will be negative and half positive. For these reasons, sigma scores are equally converted in a new distribution with M and S. D. so selected as to make all scores positive and relatively easy to handle. Thus, a standard score is simply a linear transformation of a given measurement X to a new scale. Therefore, the transformation does not change the shape of the distribution in any way. The Raw Scores of N and E dimensions of MPI's long and short scales have thus been expressed as Standard Scores in distribution of M = 50 and S.D. = 10, which are given in Table 2 and 3.

TABLE–2

Raw Score on the Dimensions	M. P. I. Dimensions of Long Scale Standard Scores Neuroticism	Extraversion	Raw Score on the Dimensions	M. P. I. Dimensions of Long Scale Standard Scores Neuroticism	Extraversion
1	28	6	25	52	45
2	29	8	26	53	47
3	30	10	27	54	49
4	31	12	28	55	50
5	32	13	29	56	52
6	33	15	30	57	53
7	34	17	31	58	55
8	35	18	32	59	57
9	36	19	33	60	58
10	37	21	34	61	60
11	38	23	35	62	62
12	39	24	36	63	63
13	40	26	37	64	65
14	41	28	38	65	66
15	42	29	39	66	68
16	43	31	40	67	70
17	44	32	41	68	71
18	45	34	42	69	73
19	46	36	43	70	74
20	47	37	44	71	76
21	48	39	45	72	78
22	49	41	46	73	79
23	50	42	47	74	81
24	51	44	48	75	82
Raw Score Mean		23.294			28.081
Raw Score Standard Deviation		10.019			6.312

TABLE–3

Raw Score on the Dimensions	M. P. I. Dimensions of Short Scale Standard Scores Neuroticism	Extraversion
1	30	21
2	34	25
3	37	29
4	40	33
5	43	37
6	46	41
7	50	45
8	53	49
9	56	53
10	59	57
11	63	61
12	66	65
Raw Score Mean	7.202	8.312
Raw Score Standard	3.214	2.492

Based on 4250 college students with a mean age of 21 years Norms for the male and female are the same

Meaning and use of STEN scores

Another method of treating the raw scores with the standard scores to determine the individual's position in predefined population is use of STEN scores. Since measurement in psychology is usually not on an absolute scale, the best that most measures can give is the relative standing of one individual with another, or with a group of individuals.

Two general approaches to examining these relationships are available, and in both cases, the raw scores typically undergo certain transformations. In the first approach, the test user transforms the raw scores for the group of individuals he has tested into some sort of standard score or centile, and then makes comparisons among the individuals in that group, or makes them between this group and another that he may have previously tested.

In the second approach, the test user transforms the raw scores again, to some type of standard score, but his time he compares the individual, or infact, the whole group, to a population whose typical response pattern is known. In both cases, the question is: "how does this individual stands compared to others in the population ?" In the former case, the population is quite specific to the aims of the test user. For example, he may have collected his data from management trainees, and may wish to compare the ability profiles of each sex. In the latter case, the population is one whose abilities have been investigated and reliability measured to the degree that it might be said with some confidence, that a particular level of some ability either is, or is not characteristic of that population. An example would be the population of all boys of high and senior school level. 'Norms', however, need not necessarily refer to 'normal' populations, but only to populations about which some minimum degree of knowledge is available. Obviously, in the early stages of a test's use the most commonly available norms are for the general 'normal' population.

Transformation of Raw Scores

The type of standard scores used with this is the STEN- a unit on a standard ten-point scale. Although sten will appeal to most users, it is important that each investigator have access to the kind of standardized score he desires. The values of raw scores means and standard deviations (from which stens can derived) are given in a tabular form in the following pages.

Directions for obtaining the raw scores from the test form are discussed earlier. Here, we shall assume that the raw scores have already been obtained and that sten are desired. Standardization tables are given for short and long scales of M.P.I.

The sizes of the sample and the means and standard deviations of raw scores are given in each table. The sample in the school students group consists of boys and girls of ninth standard to twelfth standard, within the age range of 14 to 17 years. The sample in the college students group consists of males and females undergoing their graduation or post-graduation courses, within the age range of 18 to 22 years. No separate tables for classwise distribution have been constructed for any group of norms. Finally, the sample in the general adult population consists of mainly the occupational groups. students, and housewives, within the age range of 22 to 30 years.

Once the test administrator has decided which table (long or short scale) will be most appropriate for this data, the use of the tables is quite easy. The values within the table (i.e., the body of the table) are "raw scores" - the values obtained from the scoring chart.

In summary, the procedures for obtaining sten scores are :

1. Obtain raw scores from the test form.
2. Select the appropriate norm table.
3. Convert each raw score to its sten equivalent as described above.

The two norm tables for long and short scales are given in the following pages.

TABLE 4 : NORMS FOR GENERAL POPULATION (COMBINED) FOR LONG SCALE

Dimension	1	2	3	4	5	6	7	8	9	10	Mean	S.D.
						Sten Score						
Extraversion	0-15	16-18	19-21	22-24	25-28	29-31	32-34	35-37	38-40	41-48	28.08	6.31
Neuroticism	0-3	4-8	9-13	14-18	19-23	24-28	29-33	34-38	39-43	44-48	23.29	10.21
						Sten Scores						
Dimension	1	2	3	4	5	6	7	8	9	10	Mean	S.D.

TABLE 5 : NORMS FOR GENERAL POPULATION (COMBINED) FOR SHORT SCALE

Dimension	1	2	3	4	5	6	7	8	9	10	Mean	S.D.
						Sten Score						
Extraversion	0-3	4	5	6-7	8	9	10	11-12	-	-	8.31	2.49
Neuroticism	-	0-2	3	4-5	6-7	8	9-10	11-12	-	-	7.20	3.31
						Sten Scores						
Dimension	1	2	3	4	5	6	7	8	9	10	Mean	S.D.

INTERPRETATION OF SCORES

Now, one can easily enter these tables to left with raw score as obtained directly from the test booklet. The standard score value equivalent to that raw score will be found to the right in that row of the table relating to N and E dimensions.

Thus, one may easily interpret that a standard score of 50 is equal to the average. A difference of 10 standard scores is ± sigma from the average and is not significant. But a standard score of 70 or 30 needs attention. Similarly, a standard score above 70 or below 30 indicates a very considerable deviation from the average.

USES OF THE SCALES

The scales have been used for several purposes, which however are not likely to exhaust their usefulness.

1. **Experimental**—Most of the phenomena in experimental psychology, such as conditioning, figural after-effects, vigilance, the constancy phenomena, massed pratice work curves, reminiscence, P. G. R. and other autonomic responses, have personality differences as important parameters; their discovery, measurement, and control are facilitated by the availability of readily administered inventories of the kind here presented.

2. **Clinical**—As routine measure, the administration of the M.P.I. for both outpatients and inpatients may be useful in facilitating diagnosis, drawing attention to certain areas for further inquiry, and save time by presenting the psychiatrist with a condensed picture of the patient's personality as seen by himself.

3. **Educational**—Research on the sucess and failure of University students by D. W. Furneaux has drawn attention tothe important part which is played by neuroticism and extraversion in this connection, and emphasizes the possibilities of using simple questionnare measures for the the purpoe of guidance and selection.

4. **Market Research** - In recent years, motivational research has become of increasing concern to organizations concerned with publications to certain products, advertising campaingns. etc. Such work can be considerably facilitated by having available not only the views expressed by samples of the population, but also measurs of their personality dimensions.

5. **Selections Problems** - In conjuction with the measurement of a person's ability, measurement of his personality can be of considerable assistance in coming to decisions in problems of selection or allocation. The possibility of conscious falsification of answers probably makes the use of the N scale relatively useless here but the E scale is less likely to be so affected, and the different personality qualities of extraverts and introverts make it probable that they will be best adapted to quite different types of work.

In all its applications, the M.P.I. should primarily be regarded as a research instrument. Different firms, organizations, hospitals universities and other bodies have different problems, deal with the different samples of the population, and aim at different solutions of their problems. Only applied research can determine whether instruments such as the M.P.I. can be successfully used by them, and just what form such use can best take. Separate norms will probably have to be built up by different organizations, to mirror the particular samples of the population with which they may have to deal. Such work can only be done by properly qualified and experienced psychologists; it cannot be too strongly emphasized that psychological instruments, even when so apparently simple and straight forward as a questionnire or inventory, cannot with advantage be usd by the layman in the absence of supervision by a suitably trained person.

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English Version of H.J. Eysenck's M.P.I.

PREPARED BY S.JALOTA AND S.D. KAPOOR

Name..... Sex : Female ☐ Male ☐ Age..... Year..... Month.....

School/College.....

Date..... Monthly Income (students should mentions parent's income).....

Occupation.....

Instructions

Here are some questions regarding the way you feel and act. There are no right or wrong answers because different people react in different manners for the same kind of experience. Therefore, what you feel right is the most appropriate answers for you. For example :

Do you like to indulge in gossip ? Yes ☐ ? ☐ No ☐

As you can see that every question has three possible answers; "Yes", "?" and "No". You have to decide whether "Yes" or "No" represents you usual way of acting or feeling, then put a tick ☑ mark in the box right next to "Yes" or "No". If you find it absolutely impossible to decide, put a tick ☑ mark in the box next to "?". But do not use this answer very frequently. Work quietly and do not spend too much time over any question. Give the first natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometime like to have, even then give the best possible answers. Be sure not to skip anything, and answer every question, somehow. You should finish the entire questionnaire in not more than fifteen minutes. Therefore, work quickly and remember to answer every question.

1. Are you happiest when you get involved in some project that calls for rapid action ? Yes☐ ?☐ No☐
2. Do you sometimes feel happy, sometimes depressed without any apparent reason ? Yes☐ ?☐ No☐
3. Does your mind often wander while you are trying to concentrate on some topic ? Yes☐ ?☐ No☐
4. Do you usually take the initiative in making new friends ? Yes☐ ?☐ No☐
5. Are you quick and sure in your actions ? Yes☐ ?☐ No☐
6. Are you frequently lost in thoughts even when you are conversing ? Yes☐ ?☐ No☐
7. Are you sometimes bubbling over with energy and sometimes very sluggish ? Yes☐ ?☐ No☐
8. Would you rate yourself as a lively individual ? Yes☐ ?☐ No☐
9. Would you be unhappy if you were prevented from making social contacts ? Yes☐ ?☐ No☐
10. Do you have frequent ups and downs in your mood ? Yes☐ ?☐ No☐
11. Does your behaviour keeps changing without any apparent cause ? Yes☐ ?☐ No☐
12. Do you prefer action to planning for action ? Yes☐ ?☐ No☐
13. Are your day dreams frequently about things that can never come true ? Yes☐ ?☐ No☐
14. Are you inclined to keep in the background on social occasions ? Yes☐ ?☐ No☐
15. Are you inclined to ponder over your past ? Yes☐ ?☐ No☐
16. Do you find it difficult to mix with people even at a lievely partiy ? Yes☐ ?☐ No☐
17. Do you ever feel "just miserable" for not any good reason at all ? Yes☐ ?☐ No☐
18. Are you inclined to be overconcious ? Yes☐ ?☐ No☐
19. Do you often feel that you have made up you mind too late do something ? Yes☐ ?☐ No☐
20. Do you like to mix socially with people ? Yes☐ ?☐ No☐
21. Have you often lost sleep over your worries ? Yes☐ ?☐ No☐
22. Are you inclined to limit you acquiantance to a selected few ? Yes☐ ?☐ No☐
23. Are you often troubled by feeling of sin or guilt ? Yes☐ ?☐ No☐
24. Do you often do your work whole-heartedly (sinceraly) ? Yes☐ ?☐ No☐

25. Do you feel rather hurt very easily ? Yes☐ ?☐ No☐
26. Do you like to have many social engagements ? Yes☐ ?☐ No☐
27. Would you rate yourself as a tense or highly strung individual ? Yes☐ ?☐ No☐
28. Do you generally prefer to take the leadership in a group ? Yes☐ ?☐ No☐
29. Do you often experience periods of loneliness ? Yes☐ ?☐ No☐
30. Are you inclined to be shy in the presence of the opposite sex ? Yes☐ ?☐ No☐
31. Do you like to indulge in a reverie (day-dreaming) ? Yes☐ ?☐ No☐
32. Do you always have a "ready answer" for remarks directed to you ? Yes☐ ?☐ No☐
33. Do you spend much time in thinking over good times you had in the past ? Yes☐ ?☐ No☐
34. Would you rate yourself as a happy-go-lucky individual ? Yes☐ ?☐ No☐
35. Have you often felt listless and tired for no good reason ? Yes☐ ?☐ No☐
36. Are you inclined to keep quiet when out in a social group ? Yes☐ ?☐ No☐
37. After critical moment is over, do you usually think of something you should have one out failed to do ? Yes☐ ?☐ No☐
38. Can you usually let yourself go and have a hilariously good time at a picnic ? Yes☐ ?☐ No☐
39. Do ideas run in your mind that you cannot sleep ? Yes☐ ?☐ No☐
40. Do you like work that requires considerable attention ? Yes☐ ?☐ No☐
41. Have you ever been bothered by useless thought repeatedly ? Yes☐ ?☐ No☐
42. Do you often take your work casually ? Yes☐ ?☐ No☐
43. Are you touchy on various subjects ? Yes☐ ?☐ No☐
44. Do other people regard you as a lively person ? Yes☐ ?☐ No☐
45. Are you often disappointed and sad ? Yes☐ ?☐ No☐
46. Would you rate yourself as a talkative individual ? Yes☐ ?☐ No☐
47. Do you ever feel restlessness that you can not sit on a chair for a long time ? Yes☐ ?☐ No☐
48. Do you like to play pranks on others ? Yes☐ ?☐ No☐

APPENDIX - III

MAUDSLEY PERSONALITY INVENTORY (MPI)

H.J.Eysenck's M.P.I.

Name _____ Sex _____ Age:_____ Date_____

Occupation_____Monthly Income(students should mention parent's income)_____

Instructions:

Here are some questions regarding the way you feel and act. There are no right or wrong answers because different people react in different manners for the same kind of experience. Therefore, what you feel right is the most appropriate answer for you. For example;

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As you can see that every question has three possible answers; "Yes" , "?" , and "No" .You have to decide whether "Yes" or "No" represents your usual way of acting or feeling, then put a (X) mark in the box right next to "Yes" or "No". If you find it absolutely impossible to decide, put a (X) mark in the box next to "?". But do not use this answer very frequently. Work quietly and do not spend too much time over any question. Give the first natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometime like to have, even then give the best possible answer. Be sure not to skip anything, and answer every question, somehow. You should finish the entire questionnaire in not more than fifteen minutes. Therefore, work quickly and remember to answer every question.

				*
1.	Are you happiest when you get involved in some project that calls for rapid action?	Yes ☐	? ☐	No ☐
2.	Do you sometimes feel happy, sometimes depressed without any apparent reason?	Yes ☐	? ☐	No ☐
3.	Does your mind often wander while you are trying to concentrate on some topic?	Yes ☐	? ☐	No ☐
4.	Do you ususally take the initiative in making new friends?	Yes ☐	? ☐	No ☐
5.	Are you quick and sure in your actions?	Yes ☐	? ☐	No ☐
6.	Are you frequently lost in thoughts even when you are conversing?	Yes ☐	? ☐	No ☐
7.	Are you sometimes bubbling over with energy and sometimes very sluggish?	Yes ☐	? ☐	No ☐
8.	Would you rate yourself as a lively individual?	Yes ☐	? ☐	No ☐
9.	Would you be unhappy if you were prevented from making social contacts?	Yes ☐	? ☐	No ☐
10.	Do you have frequent ups and downs in your mood?	Yes ☐	? ☐	No ☐
11.	Does your behaviour keeps changing without any apparent cause?	Yes ☐	? ☐	No ☐
12.	Do you prefer action to planning for action?	Yes ☐	? ☐	No ☐

Total of Short Scale: N E *

13.	Are your day dreams frequently about things that can never come true?	Yes☐	?☐	No ☐
14.	Are you inclined to keep in the background on social occasions?	Yes ☐	?☐	No ☐
15.	Are you inclined to ponder over your past?	Yes☐	?☐	No ☐
16.	Do you find it difficult to mix with people even at a lively party?	Yes ☐	?☐	No ☐
17.	Do you ever feel "just miserable" for not any good reason at all?	Yes☐	?☐	No ☐
18.	Are you inclined to be overconcious?	Yes☐	?☐	No ☐
19.	Do you often feel that you have made up your mind too late do something?	Yes☐	?☐	No ☐
20.	Do you like to mix socially with people?	Yes☐	?☐	No ☐
21.	Have you often lost sleep over your worries?	Yes☐	?☐	No ☐
22.	Are you inclined to limit your acquaintance to a selected few?	Yes ☐	?☐	No ☐
23.	Are you often troubled by feeling of sin or guilt?	Yes☐	?☐	No ☐
24.	Do you often do your work whole-heartedly (sincerely)?	Yes☐	?☐	No ☐
25.	Do you feel rather hurt very easilly?	Yes☐	?☐	No ☐
26.	Do you like to have many social engagements?	Yes ☐	?☐	No ☐
27.	Would you rate yourself as a tense or highly strung individual?	Yes ☐	?☐	No ☐
28.	Do you generally prefer to take the leadership in a group?	Yes☐	?☐	No ☐
29.	Do you often experience periods of loneliness?	Yes☐	?☐	No ☐
30.	Are you inclined to be shy in the presence of the opposite sex?	Yes☐	?☐	No ☐
31.	Do you like to indulge in a reverie (day-dreaming)?	Yes☐	?☐	No ☐
32.	Do you always have a "ready answer" for remarks directed to you?	Yes☐	?☐	No ☐
33.	Do you spend much time in thinking over good times you had in the past?	Yes☐	?☐	No ☐
34.	Would you rate yourself as a happy-go-lucky individual?	Yes☐	?☐	No ☐
35.	Have you often felt listless and tired for no good reason?	Yes ☐	?☐	No ☐
36.	Are you inclined to keep quiet when out in a social group?	Yes ☐	?☐	No ☐
37.	After critical moment is over, do you usually think of something you should have done but failed to do?	Yes ☐	?☐	No ☐
38.	Can you usually let yourself go and have a hilariously good time at a picnic?	Yes☐	?☐	No ☐
39.	Do ideas run in your mind that you cannot sleep?	Yes☐	?☐	No ☐
40.	Do you like work that requires considerable attention?	Yes ☐	?☐	No ☐
41.	Have you ever been bothered by useless thought repeatedly?	Yes☐	?☐	No ☐
42.	Do you often take your work casually?	Yes☐	?☐	No ☐
43.	Are you touchy on various subjects?	Yes☐	?☐	No ☐
44.	Do other people regard you as a lively person?	Yes☐	?☐	No ☐
45.	Are you often disappointed and sad?	Yes☐	?☐	No ☐
46.	Would you rate yourself as a talkative individual?	Yes☐	?☐	No ☐
47.	Do you ever feel restlessness that you can not sit on a chair for a long time?	Yes ☐	?☐	No ☐
48.	Do you like to play pranks on others?	Yes☐	?☐	No ☐

Total of Long or Full Scale	N	E
Raw Scores		
Standard Scores		

M.P.I.

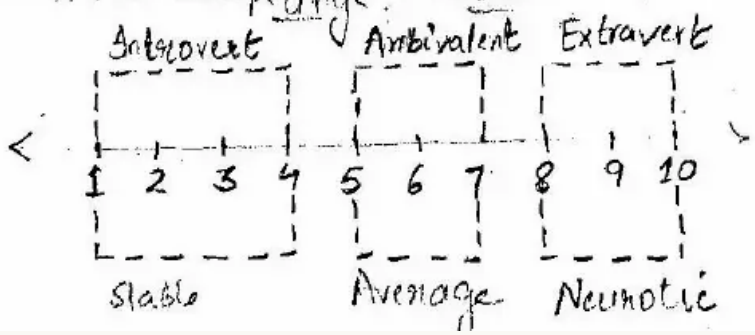
Table-4: Norms for General Population (Combined) for Long Scale

Dimension	1	2	3	4	5	6	7	8	9	10	Mean	SD
						Sten Score						
Extraversion	0-15	16-18	19-21	22-24	25-28	29-31	32-34	35-37	38-40	41-48	26.08	6.31
Neuroticism	0-3	4-8	9-13	14-18	19-23	24-28	29-33	34-38	39-43	44-48	23.29	10.02
	1	2	3	4	5	6	7	8	9	10		
						Sten Score						

Table-5: Norms for General Population (Combined) for Short Scale

Dimension	1	2	3	4	5	6	7	8	9	10	Mean	SD
						Sten Score						
Extraversion	0-3	4	5	6-7	8	9	10	11-12	-	-	8.31	2.49
Neuroticism	-	0-2	3	4-5	6-7	8	9-10	11-12	-	-	7.20	3.21
	1	2	3	4	5	6	7	8	9	10		
						Sten Score						

Range Table



SCORING KEY FOR EYESENCK'S MAUDSLEY PERSONALITY INVENTORY (M.P.I.)

	NEUROTISM SCORE		
ITEM NO.	YES	?	NO
2	2	1	0
3	2	1	0
6	2	1	0
7	2	1	0
10	2	1	0
11	2	1	0
13	2	1	0
15	2	1	0
17	2	1	0
19	2	1	0
21	2	1	0
23	2	1	0
25	2	1	0
27	2	1	0
29	2	1	0
31	2	1	0
33	2	1	0
35	2	1	0
37	2	1	0
39	2	1	0
41	2	1	0
43	2	1	0
45	2	1	0
47	2	1	0

	EXTRAVERSION SCORE		
ITEM NO.	YES	?	NO
1	2	1	0
4	2	1	0
5	2	1	0
8	2	1	0
9	2	1	0
12	2	1	0
14	0	1	2
16	0	1	2
18	0	1	2
20	2	1	0
22	0	1	2
24	0	1	2
26	2	1	0
28	2	1	0
30	0	1	2
32	2	1	0
34	2	1	0
36	0	1	2
38	2	1	0
40	0	1	2
42	2	1	0
44	2	1	0
46	2	1	0
48	2	1	0

MAUDSLEY PERSONALITY INVENTORY (MPI)

Aim: To assess the personality of the subject using Maudsley personality Inventory by H. J. Eysenck

Basic Concept

The literal meaning of personality is derived from the Latin word persona, the mask used by actors in the Roman theatre for changing their facial make-up. After putting on the mask, audience expected the person to perform a role in a particular manner. It did not, however, mean that the person enacting the given role necessarily possessed those qualities.

In psychological terms, personality refers to our characteristic ways of responding to individuals and situations.

In this sense, personality refers to unique and relatively stable qualities that characterize an individual's behavior across different situations over a period of time.

CHARACTERISTICS OF PERSONALITY

- It has both physical and psychological components.
- Its expression in terms of behavior is fairly unique in a given individual.
- Its main features do not easily change with time
- It is dynamic in the sense that some of its features may change due to internal or external situational demands. Thus, personality is adaptive to situations.

APPROACHES TO UNDERSTANDING PERSONALITY

TYPE APPROACH

Attempts to comprehend human personality by examining certain broad patterns in the observed behavioral characteristics of individuals.

Each behavioral pattern refers to one type in which individuals are placed in terms of the similarity of their behavioral characteristics with that pattern.

INTERACTIONAL APPROACH

Holds that **situational characteristics** play an important role in determining our behavior.

People may behave as **dependent or independent** not because of their internal personality trait, but because of external rewards or threats available in a particular situation.

The **cross situational consistency of traits** is found to be quite low.

The compelling influence of situations can be noted by observing people's behavior in places like a market, a courtroom, or a place of worship

TRAIT APPROACH

Focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways

For example, one person may be less shy, whereas another may be more; or one person may be less friendly, whereas another may be more. Here "shyness" and "friendliness" represent traits along which individuals can be rated in terms of the degree of presence or absence of the concerned behavioral quality or a trait

B**EYSENCK'S THEORY**

H.J. Eysenck proposed that personality could be reduced into two broad dimensions.

These are biologically and genetically based. Each dimension subsumes a number of specific traits. These dimensions are:

Neuroticism vs. emotional stability: It refers to the degree to which people have control over their feelings. At one extreme of the dimension, we find people who are neurotic. They are anxious, moody, touchy, restless and quickly lose control. At the other extreme lie people who are calm, even-tempered, reliable and remain under control.

Extraversion vs. introversion: It refers to the degree to which people are socially outgoing or socially withdrawn. At one extreme are those who are active, gregarious, impulsive and thrill-seeking. At the other extreme are people who are passive, quiet, cautious and reserved.

In a later work Eysenck proposed a third dimension, called Psychoticism vs. Sociability, which is considered to interact with the other two dimensions mentioned above. A person who scores high on psychoticism dimension tends to be hostile, egocentric, and antisocial.

ASSESSMENT OF PERSONALITY

The approach to understanding others may be influenced by a number of factors that may color our judgement and reduce objectivity. Hence, we need to organize our efforts more formally to analyze personalities.

A formal effort aimed at understanding personality of an individual is termed as personality assessment.

Assessment refers to the procedures used to evaluate or differentiate people on the basis of certain characteristics.

The goal of assessment is to understand and predict behavior with minimum error and maximum accuracy.

In assessment, we try to study what a person generally does, or how s/he behaves, in a given situation.

Besides promoting our understanding, assessment is also useful for diagnosis, training, placement, counselling, and other purposes.

SELF REPORT MEASURES - These are fairly structured measures, often based on theory, that require subjects to give verbal responses using some kind of rating scale. The method requires the subject to objectively report her/his own feelings with respect to various items.

History and description

The Maudsley Personality Inventory (M. P.1.) is the result of many years of developmental work. Il was designed to give a rough-and-ready measure of two important personality dimensions: Neuroticism, or emotionality, and Extraversion.

Each of these two traits are measured by means of 48 questions, carefully selected after lengthy item analyses and factor analyses.

neuroticism refers to the general emotional stability of a person, his emotional over responsiveness, and his stability to neurotic breakdown under stress.

Extraversion, as opposed to introversion refers to the out-going, uninhibited, sociable proclivities of a person.

The two dimensions are conceived of as being quite independent: thus all the theoretically possible combinations of scores may in fact be observed.

Reliability

Split half reliability of the test came out to be 0.85 for neuroticism scale and 0.75 for extraversion scale.

Preliminaries

Subject`s name

Age

Gender

Class

Place of conduction

Materials required

AISS questionnaire, response sheet, scoring sheet, pen/pencil

Precautions

1. Optimal conditions for testing should be ensured before starting the test.
2. No questions should be left unanswered
3. Instructions should be clearly given
   ADD FROM PREVIOUS PRACTICALS

Rapport Formation

The subject was made to feel comfortable. General questions about the subject's day and life were asked. The subject was ensured that the results will be kept confidential. ADD FROM PREVIOUS PRACTICAL

Instructions

COPY FROM QUESTIONNAIRE

Administration

REFER FROM SCQ. After the instructions were given, the subject was asked to fill in the demographic details. It was ensured that all instructions were clearly understood by the subject. The introspective report was taken after the administration was done. The subject was asked to check whether he/she left any items unanswered.

Introspective Report/Verbal report

The test was quite insightful and fun to do. The tester made me feel at ease.

[You can write the introspective report given by your subject]

Behavioural report

The subject was calm while answering the questions. He/she did not take a long time in completing the test. WRITE YOUR OWN

Scoring

The inventory is scored directly from the test forms. It should be made clear to the subjects that their answers must be marked inside, the, boxes. If it is marked outside or above the boxes, proper corrections should be made before scoring.

The test forms should be scanned to ascertain that only one answer has been marked for each question. The scoring stencil should now be placed along the anchoring points made on the test form. The raw scores may be checked and added to give a total of N and E scores respectively. It may be noted that all the items answerable in category "yes" are assigned with a wattage of 2: scores (except for item. nos. - 14, 16, 18, 22, 24, 30, 36 and 40 - which belong to extraversion dimension and reassigned 2 scores only when answered in category "no"). All the '?' responses are assigned with one score when the subject marks them in the middle category. The raw scores are then converted into standard .scores to compare the degree of neuroticism and extraversion with the norms.

One translucent scoring key is available for each of the two scales. The instructions to use this key are given on the key itself. Score page-1 first, then the second page, and add the scores. Make sure the key and the questionnaire which is being scored are properly aligned; the numbers in front of the questions on the inventory should correspond with the numbers of the Key.

RESULT

INTERPRETATION AND DISCUSSION – REFER TO THE WHOLE FORMAT FROM SCQ

Name

Aim

PERSONALITY– definitions

Assessment of personality

Trait theory

Eysenck theory

Administration

Score interpretation

Hence,

CONCLUSION

REFERENCE

- **MPI Manual**
- **NCERT Psychology textbook, XII**